

Planning for and Reaching Proficiency: What it will take



Greg Duncan
interprep@earthlink.net

resourcesfromgreg.wikispaces.com

InterPrep
www.interprepinc.com

Visionary foreign language programs do FOUR pivotally important things



set proficiency targets for every year of language instruction



design instructional pathways to lead to those targets



assess--both internally and externally--to see if the targets are being met



analyze data to make appropriate modifications

What Does It Mean to be “Proficient?”



Government (FSI) Scale	Academic (ACTFL/ETS) Scale	Definition
5	Native	Able to speak like an educated native speaker
4+ 4 3+ 3	Distinguished Superior	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations
2+ 2	Advanced High Advanced Mid Advanced Low	Able to handle Superior level tasks much of the time but cannot sustain that level of language Able to satisfy most work requirements and show some ability to communicate on concrete topics Able to satisfy routine social demands and limited work requirements
1+ 1	Intermediate High Intermediate Mid Intermediate Low	Able to satisfy most survival needs and limited social demands Able to satisfy some survival needs and some limited social demands Able to satisfy basic survival needs and minimum courtesy requirements
0+ 0	Novice High Novice Mid Novice Low	Able to satisfy needs with learned utterances Able to operate in only a very limited capacity Unable to function in the spoken language No ability whatsoever in the language

Source: Judith E. Liskin-Gasparro. *ETS Oral Proficiency Testing Manual*. Princeton, N.J.: Educational Testing Service, 1982.

Quick Write

What do we know about . . .



Novice speakers?

Intermediate speakers?

Advanced speakers?

Quick Write

What do we know about . . .

Novice speakers?

Intermediate speakers?

Advanced speakers?



What can Novices do ?



When Novices speak they . . .



- respond to simple questions on the most common features of daily life
- convey minimal meaning by using
 - * isolated words
 - * lists of words
 - * memorized phrases
 - * an occasional short, simple sentence
- ask memorized, formulaic questions
- are at the WORD level

What can Intermediates do ?



When Intermediates speak they . . .



- can be a “conversation” partner
- ask and answer simple “original” questions
- can handle basic uncomplicated language needed to take care of daily situations
- “create” with language to express their own thoughts
- use sentences, strings of sentences and sentence connectors



What can Advanced speakers do ?



Speakers at the Advanced level . . .



- participate actively in conversations in most formal and informal settings on concrete and factual topics of personal and public interest;
- narrate and describe in major time frames with good control;
- deal effectively with unanticipated complications through a variety of communicative devices;
- sustain communication by using, with suitable accuracy and confidence, connected discourse of paragraph length and substance;
- satisfy the demands of work and/or school situations.

Visionary foreign language programs do FOUR pivotally important things



set proficiency targets for every year of language instruction



design instructional pathways to lead to those targets



assess--both internally and externally--to see if the targets are being met



analyze data to make appropriate modifications

What happens when
we don't have
proficiency targets?

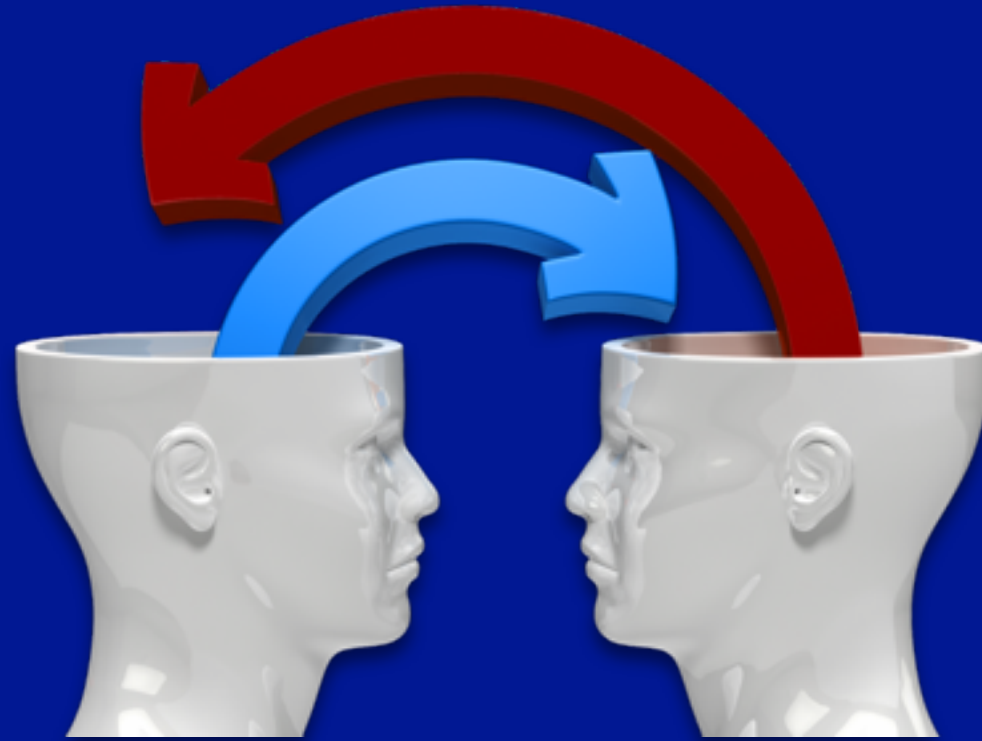
What we are getting in proficiency from secondary and college students after . . .

	<i>old data *</i> (N=7500, ca. 1999)	<i>new data *</i> (N=22,000, 2008)
<i>Level 1 ?</i>	<i>NL</i>	<i>NH</i>
<i>Level 2 ?</i>	<i>NM</i>	<i>NH</i>
<i>Level 3 ?</i>	<i>NH</i>	<i>NH</i>
<i>Level 4 ?</i>	<i>IL</i>	<i>NH / IL</i>





** data gathered by
using the
STAMP Test
www.avantassessment.com*

Sharing what we're learning



In a small group of 3-4:

-  Why do you think the 2008 results for Level 1 were so much higher?
-  Why do you think the students did not continue to progress in proficiency after Level 1?

What can we expect in proficiency from students after . . .



	<i>old data *</i> (N=7500, ca. 1999)	<i>new data *</i> (N=22,000, 2008)
<i>Level 1</i>	<i>NL-NM</i>	<i>NH</i>
<i>Level 2</i>	<i>NM</i>	<i>NH</i>
<i>Level 3</i>	<i>NH</i>	<i>NH</i>
<i>Level 4</i>	<i>IL</i>	<i>NH/IL</i>

 Why do you think the 2008 results for Level 1 were so much higher?

 Why do you think the students did not continue to progress in proficiency after Level 1?

What can we expect in proficiency from students after . . .



	<i>old data *</i> (N=7500, ca. 1999)	<i>new data *</i> (N=22,000, 2008)	<i>possible target</i>
<i>Level 1</i>	<i>NL-NM</i>	<i>NH</i>	<i>NH</i>
<i>Level 2</i>	<i>NM</i>	<i>NH</i>	<i>IL</i>
<i>Level 3</i>	<i>NH</i>	<i>NH</i>	<i>IM</i>
<i>Level 4</i>	<i>IL</i>	<i>IL</i>	<i>IM</i>

** data gathered by
using the
STAMP Test
www.avantassessment.com*

Memphis City Schools World Language Program

Proficiency Targets for Programs in Chinese ~ Japanese ~ Russian



Programs in Chinese, Japanese, Russian Elementary/Middle School		
Grade	Hours	Proficiency Target
K	75 *	NM
1	75	NH
2	75	NH/IL
3	75	IL
4	75	IL/IM
5	75	IM
6	142 **	IM
7	142	IH
8	142	IH
9	142	AL
10	142	AL
11	142	AM
12	142	AM
High School w/o ES/MS		
9	Level I	NH
10	Level 2	IL
11	Level 3	IM
12	Level 4	IM



Princeton Regional Schools

Spanish Program Benchmarks



Time Frame	Speaking Proficiency Target
By the end of 3 rd Grade	Novice-Mid
By the end of 5 th Grade	Novice-High
By the end of 6 th Grade	Intermediate-Low
By the end of 7 th Grade	Intermediate-Mid
By the end of 8 th Grade	Intermediate-Mid
By the end of 9 th Grade (A Level)	Intermediate-High
By the end of 10 th Grade (A Level)	Intermediate-High
By the end of 11 th Grade (A Level)	Advanced-Low
By the end of 12 th Grade (AP or Film)	Advanced-Low



JEFFERSON COUNTY PUBLIC SCHOOLS

WORLD LANGUAGES

Proficiency Targets

Beginning Language (Level 1)

Speaking	NH
Listening	IL
Reading	NH
Writing	NH

Developing Language (Level 2)

Speaking	IL
Listening	IM
Reading	IL
Writing	IL

Expanding Language (Level 3)

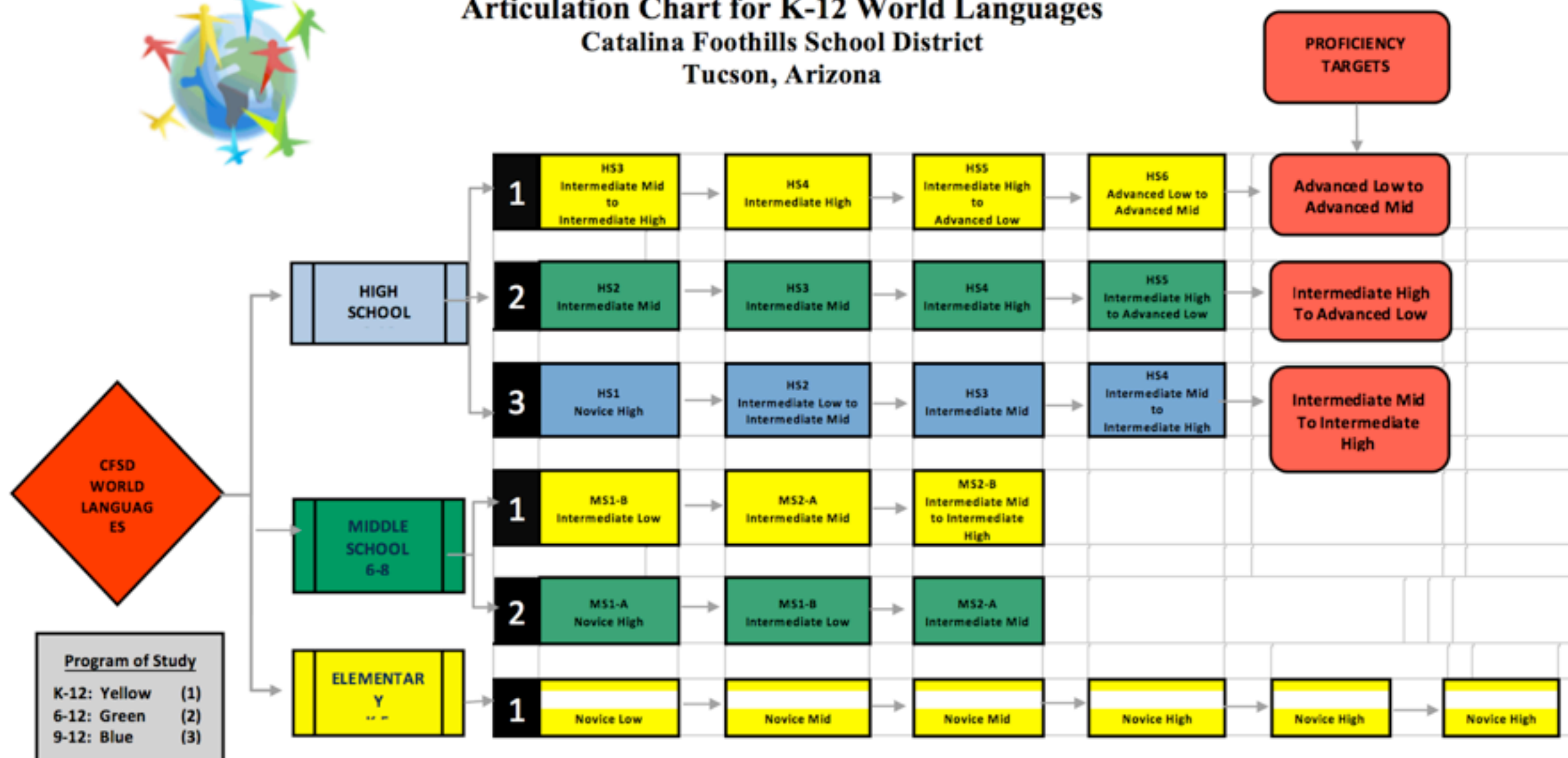
Speaking	IM
Listening	IH
Reading	IM
Writing	IM

Refining Language (Level 4)

Speaking	IM
Listening	IH
Reading	IH
Writing	IM



Articulation Chart for K-12 World Languages Catalina Foothills School District Tucson, Arizona



Delaware World Language Immersion Program Proficiency Targets

SPANISH

<i>Grade Level</i>	<i>Listening</i>	<i>Speaking</i>	<i>Reading</i>	<i>Writing</i>
K	Novice-High	Novice-Mid	N/A	Novice-Mid
1	Intermediate-Low	Novice-High	N/A	Novice-High
2	Intermediate-Mid	Novice-High	N/A	Novice-High
3	Intermediate-High	Intermediate-Low	Intermediate-Mid	Intermediate-Low
4	Intermediate-High	Intermediate-Low	Intermediate-High	Intermediate-Low
5	Advanced-Low	Intermediate-Mid	Advanced-Low	Intermediate-Mid

CHINESE



<i>Grade Level</i>	<i>Listening</i>	<i>Speaking</i>	<i>Reading</i>	<i>Writing</i>
K	Novice-High	Novice-Mid	N/A	N/A
1	Intermediate-Low	Novice-High	N/A	N/A
2	Intermediate-Mid	Novice-High	N/A	N/A
3	Intermediate-High	Intermediate-Low	Intermediate-Low	Novice-High
4	Intermediate-High	Intermediate-Low	Intermediate-Mid	Intermediate-Low
5	Advanced-Low	Intermediate-Mid	Intermediate-High	Intermediate-Low



Visionary foreign language programs do FOUR pivotally important things



set proficiency targets for every year of language instruction



design instructional pathways to lead to those targets



assess--both internally and externally--to see if the targets are being met



analyze data to make appropriate modifications

What are our “instructional pathways?”



We've defined "how well" our
students will use the language
but . . .

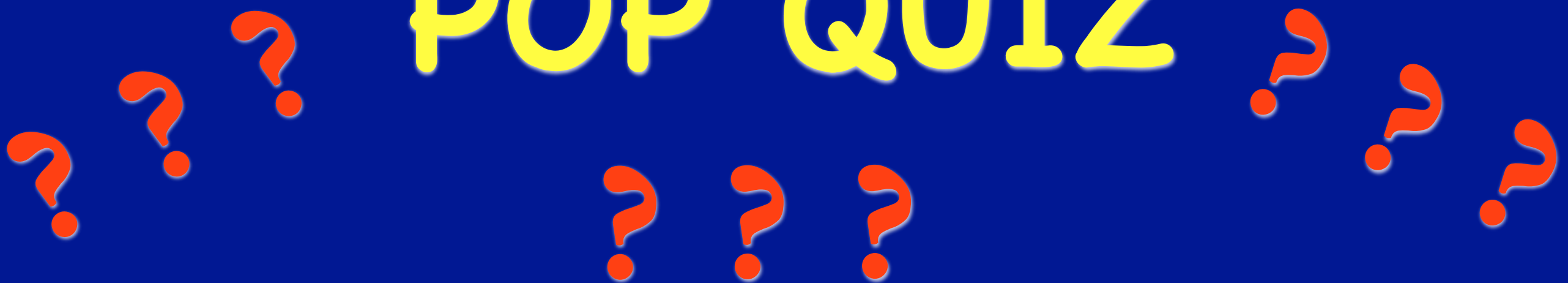
- what will they say?
- in what contexts?

Curriculum through the lens



of proficiency

POP QUIZ

The title 'POP QUIZ' is centered at the top in a large, bold, yellow font. Surrounding the title are several red question marks of varying sizes and orientations, some appearing to float or trail off, creating a playful and inquisitive atmosphere.

- What will students know and be able to do? Stage 1
- How will students show they can do that? Stage 2
- What activities will get us there? Stage 3

Backward Design

explicated by Wiggins and McTighe in *Understanding by Design*

Princeton Curriculum Framework (excerpt)

Language: French

Course Name: French IIIA

Introduction/Summary statements for this course:

Introduction

The goal of this course is to have students perform consistently at the Intermediate-Mid proficiency level on the *ACTFL Proficiency Guidelines*. This course reflects the interpretive, interpersonal, and presentational modes of communication as defined by *Standards of Foreign Language Learning for the 21st Century*. Students read and watch authentic texts in French and are aided to understand them. Students work in pairs or groups and engage in conversations on a range of subjects reflecting the current thematic unit or current events. Students produce both oral and written presentations and are given time for peer and teacher review to foster improvement. Thematic units engage students and increase understanding and retention of vocabulary, structures and concepts as well as a greater appreciation of the French culture and will be used as the principal instructional vehicle of the learning experience. Teaching materials include but are not limited to grammar books, folk tales including children's books including *Cricter*, teacher-prepared activities and materials, TV5, 7 Jours sur la planète, jeanpierrecoffe.com, a variety of recorded audiovisual material such as film, music and authentic materials found in books from the Francophone world. This course is conducted entirely in French.

Student Profile

Below is a description of a student who exemplifies **Intermediate-Mid speaking proficiency** (from the *ACTFL Proficiency Guidelines*).

Speakers are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture; these include personal information covering self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel and lodging. These speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions prices and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution. They are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to make utterances of sentence length and some strings of sentences. Their speech may contain pauses, reformulations and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. Because of inaccuracies in their vocabulary and/or pronunciation and /or grammar and/or syntax, misunderstandings can occur, but they are generally understood by sympathetic interlocutors accustomed to dealing with non-natives.

STAGE ONE: What will students know and be able to do at the end of this course?

Students will be able to :

- Discuss the concept of sportsmanship and fair-play in different aspects of their lives including sports, family life, sibling interaction and school on a microcosmic level and national and international politics on a macrocosmic level.
- Narrate sports sequences that are happening and that have already happened.
- Narrate and talking about examples of conflict and choices of conflict resolution and their repercussions both good and bad.
- Create a children's book with a moral focusing on the presentation of a conflict, the resolution of the conflict and the outcome.
- Present the children's book orally/ act out the children's book.
- Discuss morals.
- Explain how to play a sport of their choice.
- Describe the championship of a sport of their choice.
- Tell who their hero is and why.
- Illustrating a moral of their choice.

Students will know

The following grammatical concepts:

- Passé composé with avoir (mp1)
- Passé composé with etre (mp1)
- Imparfait (mp1)
- Passé composé vs. imparfait (mp1)

The following vocabulary words and phrases:

Describing and narrating a soccer match. (contrôler le ballon, passer, donner un coup de tête, s'arrêter, se tourner, tirer la chemise, recevoir, le carton rouge, l'arbitre,

Discussing the concept of fair play, right and wrong. (avoir le droit de, se justifier, se venger, avoir raison, avoir tort,

Vocabulary relating to *CriCTOR*, les serpents, tricoter, les aiguilles

Vocabulary relating to the history of Alsace,

Vocabulary relating to Cajun tales, L'habitation, la récolte, les patates douces, le maïs, la nourriture,

Vocabulary relating to giving definitions, descriptions, synonyms, antonyms, explanations and examples

STAGE TWO: What will be acceptable evidence of the student's knowledge and ability?

Midterm IPA

Interpretive Task: After watching the 2006 World Cup Soccer Tournament you couldn't believe that Zinedine Zidane could have been provoked into retaliating against his Italian opponent, Marco Materazzi. This retaliation, a spectacular head butt, earned him a red card and he was expelled from the last 10 minutes of the final and of his career causing the French to lose to the Italians.

You watch his interview from his website to see if you understand and agree with his argument.

Interpersonal Task: While still in shock from the tragic loss of the World Cup you discuss with a friend what happened to Zidane, what he said, and whether you think he was justified or not in his actions. You also relate your own experiences with such a situation, have you ever been provoked to the point of violence? Have you ever provoked anyone else to the point of violence? What happened?

Presentational Task: You must give a presentation about conflict resolution to the younger students of JW. To do this, you create and act out a children's book with a conflict, the resolution of the conflict, the outcome and a moral. The conflict and the moral must be something that 6th graders can relate to in their daily lives and something they can use to help them in their own conflicts.

You must present everything in a way that is understandable to them entirely in French by the use of props, gestures and cognates.

STAGE THREE: In what activities will students participate to prepare them to demonstrate what they know and can do?

Princeton foreign language faculty have created full thematic units of instruction that guide daily lesson planning, whose activities lead to students being able to demonstrate Intermediate-Mid skills.

**Unit Title: *Home Sweet Home!*****Grade Level/Course*****Elementary Spanish, Level 1, Unit 5*****Duration:*****Approximately 5 weeks (25 lessons @ 40 minutes each)*****Stage 1: Desired Results****Knowledge**

Students will know...

Vocabulary and Grammar

- Mi dirección es Número 35 Calle Haverland en la vecindad de Neverland
- ¿Cuál es tu dirección?
- Mi vecindad tiene . . .
- Muchas casas
- Muchos apartamentos
- Muchos/pocos arboles
- Aceras
- Una piscina
- ¿Cómo es tu vecindad?
- Mi casa es . . .
- Grande
- Pequeña
- Es de color . . .
- Tiene (#) cuartos
- ¿Cómo es tu casa?
- Una parte favorita de mi casa es . . ./otra parte favorita de mi casa es . . .
- La sala

Skills

Students will be able to do the following in the form of "Can Do" statements:

I can . . .

- give my address
- ask a friend his/her address
- tell about my neighborhood
- ask about someone else's neighborhood
- tell what my house is like
- ask what my friend's house is like
- tell about my favorite parts of the house
- ask my friends to give information about favorite parts of their houses
- give information about what I do in certain parts of my house
- ask my friends what they do in certain parts of their house
- tell about what my family members do in certain parts of the house
- ask my friends what their family members do in certain parts of their house

**Unit Title: *Home Sweet Home!*****Grade Level/Course*****Elementary Spanish, Level 1, Unit 5*****Duration:*****Approximately 5 weeks (25 lessons @ 40 minutes each)*****Stage 1: Desired Results****Knowledge**

Students will know...

Vocabulary and Grammar

- Mi dirección es Número 35 Calle Haverland en la vecindad de Neverland
- ¿Cuál es tu dirección?
- Mi vecindad tiene . . .
- Muchas casas
- Muchos apartamentos
- Muchos/pocos arboles
- Aceras
- Una piscina
- ¿Cómo es tu vecindad?
- Mi casa es . . .
- Grande
- Pequeña
- Es de color . . .
- Tiene (#) cuartos
- ¿Cómo es tu casa?
- Una parte favorita de mi casa es . . ./otra parte favorita de mi casa es . . .
- La sala

Skills

Students will be able to do the following in the form of "Can Do" statements:

I can . . .

- give my address
- ask a friend his/her address
- tell about my neighborhood
- ask about someone else's neighborhood
- tell what my house is like
- ask what my friend's house is like
- tell about my favorite parts of the house
- ask my friends to give information about favorite parts of their houses
- give information about what I do in certain parts of my house
- ask my friends what they do in certain parts of their house
- tell about what my family members do in certain parts of the house
- ask my friends what their family members do in certain parts of their house



Stage 2: Assessment Evidence

Common Assessment: Presentational Speaking

Mi casa es tu casa

It's show and tell time! You are going to get the opportunity to tell your classmates about something you know VERY well—your home! Since many of us have never been to your home, you get the opportunity to introduce it to us by using pictures and narration. Placing pictures you have taken of your home and blown up to large (8.5 x 11) size, you will get to place them in a sort of "real" order of your home using the whiteboard, and then you will get to tell us about your home. Here are some things we will want to know:

1. Your address
2. Your neighborhood and what it is like
3. What your home is like
4. How many rooms it has and show us the pictures as you name the rooms so we can see what they look like
5. What some of your favorite rooms are
6. What kinds of things you do in different parts of the house
7. The favorite rooms of some of your family members

Other Assessment

Throughout the unit, teachers will observe students and track their progress toward achieving the learning targets through the use of observation checklists. The checklist accounts for multiple opportunities of teacher observation and student demonstration of learning targets.

Visionary foreign language programs do FOUR pivotally important things



set proficiency targets for every year of language instruction



design instructional pathways to lead to those targets



assess--both internally and externally--to see if the targets are being met



analyze data to make appropriate modifications

What are the purposes of assessment?



What do we mean by

- internal assessment?
- external assessment?

What external assessments do we have in foreign languages?





Why is external
assessments so important
for us?

ES / MS / HS Comparison

	ES	MS	HS
AT TARGET			

Visionary foreign language programs do FOUR pivotally important things



set proficiency targets for every year of language instruction



design instructional pathways to lead to those targets



assess--both internally and externally--to see if the targets are being met



analyze data to make appropriate modifications

Planning for and Reaching Proficiency: What it will take

This handout located at
resourcesfromgreg.wikispaces.com

Greg Duncan
interprep@earthlink.net

resourcesfromgreg.wikispaces.com

InterPrep
www.interprepinc.com